DOCUMENT RESUME

ED 416 365 CE 075 785

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TITLE	Children's Changing Roles. Tierra de Oportunidad Module 28. LAES: Latino Adult Education Services Project.
INSTITUTION	Hacienda La Puente Unified School District, City of Industry, CA.; California State Univ. Inst., Long Beach.
SPONS AGENCY	California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE	1997-00-00
NOTE	33p.; For related modules, see CE 075 757-787.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; Basic Skills; Behavioral Objectives; Child Behavior; *Child Development; Child Responsibility; *Child Role; *Cognitive Style; English (Second Language); *Family Environment; Family Role; Immigrants; Learning Modules; Lesson Plans; Literacy Education; *Parent Child Relationship
IDENTIFIERS	California; 353 Project

ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, discusses children's changing roles. It is designed to help parents to support their children's roles--becoming bicultural, being learners, and creating oneself. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: discuss how to support children's learning; identify learning styles; visualize the home as a learning center and describe things to do; and list activities to enhance the children's development. (YLB)

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ED 416 365

LAES
Latino Adult Education Services

Tierra de Oportunidad

MODULE 28

Children's Changing Roles

Ed Kissam and Holda Dorsey

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INSTRUCTIONAL AREA
Managing Family Life

MODULE 28
Children's Changing Roles

Overview

Contemporary American life, particularly in highly mobile California, differs sharply from life in the small rural villages in which many immigrants grew up. The United States is what immigrant entrepreneur and philanthropist George Soros calls an open society in contrast to rural societies which are relatively closed. At the same time, American society is information-intensive, rich in new things to learn, diverse perspectives, and conflict. It is a complex and demanding environment in which to live.

Children growing up in immigrant families can not choose to belong to one culture or another. They straddle two distinct cultures -- that of their parents and the one in which they find themselves. Nothing their parents do, can assure that they will grow up with one set of values, mores, and life styles. Children's roles consist in part, on becoming bi-cultural. Their parents' roles are to support their children's becoming "culturally competent", that is able to function successfully both within the parents' culture and the U.S. culture.

In the information society, children's primary role is to be learners. Learning includes the kind of official information taught in school, basic literacy, numeracy, and information about society, science, and history. It involves building solid skills in analytic thinking, problem-solving, understanding how natural, social, and legal systems work, communicating values, attitudes, ideas, and information, skills which may or may not be taught in school but which, in either case, must be extended to all of children's interactions with others in the world. So a key role for parents is to support their children's progress in learning to learn.

The complexity of the information-based economy and the rapid pace of change in workplace skills demand, technology, and social preoccupation mean that knowing oneself and understanding one's skills, talents, personal limitations, and tastes is crucial as a basis for navigating a course through all the confusion. Parents can effectively support their children's role as learners by spending time to reflect with them about who they are, what they are learning, what they want to learn, and who they want to become.

A particularly important area where children's lives in an open society differ from growing up in a closed society, is that there is a new premium on creating oneself, on adopting and adapting a style which is, socially accepted by their peers, but, at least to some degree, unique and individual. Inevitably, there is a premium on personal exploration, trying on, assessing, and changing one's style. Parents need to know that this is an important role for children in the United States and that their experience in exploring different styles of dress, talk, thinking, relating to others, and living will provide them with key stills they need to do well in a mixed, relatively turbulent society.

Another related area in which children's roles in an open society pose new challenges is that the society is so rich in information that parents can no longer expect to teach their children all about everything in the world. The horizons of the society are so broad and far-away that parents should focus on fostering and sustaining their children's curiosity about learning and going farther afield. This will form the foundation for lifelong learning and be a crucial habit of the mind which will be critical in their children's future success. In contemporary society, it is more important for children to break away from their parents and find their own way.

Parents need to know also that contemporary information society is noisy. People need, metaphorically, to shout to be heard. Parents need to communicate with agility, versatility, spontaneity, and enthusiasm. The old values of listening carefully to one's elders, of accepting and only gradually testing traditional wisdom will never lose their importance but they must be blended with the recognition that children must learn to initiate communication. Children need to learn to speak out as well to listen, to write as well as to read. Cultivating their children's agility and versatility in an information economy where intellectual gymnastics counts as much as athletic ability is a demanding but rewarding way in which parents can support their children as they begin a lifelong career of constant learning.

Basic Skills Development

Thinking Skills	recognizing the importance of learning to learn, recognizing the value of parents own experience in counseling and guiding their children, understanding the idea of collaborative learning, understanding of family literacy;
Personal Qualities	demonstrating perseverance, high standards of punctuality, attendance and enthusiasm toward tasks, recognizing awareness of impact on others and of position as role model,
Uses Resources	building on home country and family experience with cooperation, recognizing and valuing positive character

	traits, recognizing the value of time in a stressful environment, valuing personal support and social networks, utilizing human resources (e.g., co-workers, supervisors) to help solve problems which affect an entire group.
Interpersonal Skills	recognizing family interactions as involving teamwork, considering the different roles of each individual in a team, recognizing each different team member's needs for support from others in the team, practicing harmonizing objectives to achieve "win-win" solutions wherever possible.
Uses Information	critically assessing information from different sources, comparing, contrasting, and evaluating different opinions and personal perspectives, discussing the pros and cons of proposed solutions.
Works With Systems	understanding organizational systems of schools, public libraries and other support agencies.

Teaching Points

1. **Parents and children can learn together**. Even when their children are learning new information in areas parents are not familiar with, they can still help their children in the learning process -- as coaches and counselors if not as tutors. Also, if parents are prepared to learn together with their children, they can use this experience as part of a process of "co-evolution", gaining new perspectives, values, and skills along with their children.

2. **In the U.S., children are explorers.** Parents can facilitate this role by keeping an open line of communication with their children to encourage the idea of being exploring, but reporting back to their parents what they find out. Parents can, do, and should want to help manage their children's exploration, provide feedback, guidance, counseling, and help their children reflect on what it all means. Key goals are probably -- "guidance", "balance", "moderation", "reflection" but not stagnation.

3. **Parents' can facilitate their children's role as explorers** by helping them draw sound conclusions about what interests them a lot, what interests them less, and what doesn't interest them at all. The role of explorer can be a frightening one. Children's curiosity should be encouraged and sustained but, again, the key is "balance". Curiosity is not an end itself but, rather, a habit or personal style which leads to learning about the world.

4. **Parents can support their children's roles as omnivorous learners** by paying attention not only to <u>what</u> children are learning and what grades they get but to <u>how</u> they are learning. Parents can nurture their children's curiosity by valuing interesting questions as well as interesting answers. In talking with their children's teachers, parents should ask whether children are engaged in class activities, whether they ask questions, how they approach their work, and what they need to do to become better learners.

5. **Parents should keep on talking with children**, about what they are learning from their peers, to support their children's roles in learning about a new culture. Some of what they are learning from peers will, predictably, clash with parents' values and desires but the best approach to dealing with this is not to try to impose control on children's learning by force of will or authority but, rather, to negotiate, manage, and nudge children toward appreciating their parents' perspectives.

6. **Parents should hold teachers and the school system accountable** for providing their children with opportunities for intellectual exploration, for self-expression, and for applying new information learned in a practical concrete way. Even if parents are unfamiliar with the content of their children's classes, they are familiar with their children's needs and they can be effective advocates for meaningful learning support systems.

7. **Parents should encourage children's active involvement in extra-curricular activities.** Extra-curricular activities, including sports, but, also, school interest clubs, field trips, learning labs, are just as important as "basics" because these activities provide a way for children to learn about what they like, what they can do well, and how they can make themselves "heard" as an individual at the same time that they participate as equal members in a team.

8. **Parents should take every opportunity to learn from their children**, not only new skills and information that children have been taught in school but, also, new modes of learning, new modes of questioning, and new modes of interacting with others to also learn from them.

Sample Learning Activities

1. Have class members to discuss how children learn and see if they can identify different "learning styles". Ask parents, then, to discuss the different ways in which they can support children with each distinctive learning style.

2. Have class members identify the five leading concerns they have about children in the U.S. learning "the wrong kind of thing" (e.g. violence from watching television, promiscuity). Ask participants, then, to consider what parents can best do to temper these social influences.

3. Ask parents to develop an inventory of the kinds of things their parents wanted them to learn when they were children. Does this inventory differ in any way from what they want their children to learn now? If so, how?

4. Ask a vocational counselor to come to the class to talk about the relationship between interests, abilities, and skills, and different kinds of occupations and how this might affect parents' attitudes about children exploring a wide range of interests. Ask the vocational counselor to prepare by reflecting a bit about current and projected labor market demands and what these mean for children: three to five year old pre-schoolers; six to ten year olds in elementary school, eleven to fourteen year-olds in middle schools, fifteen to eighteen year olds in high school.

5. Have staff from a local elementary, middle, and high school visit the class to talk about the kinds of extra-curricular activities they offer to children in each age range and how those activities contribute to children's development.

6. Have staff from a local elementary, middle, and high school visit the class to talk about what their "wish list" might be for parents who wanted to support their children's intellectual curiosity and growth. Urge staff to think "outside the box" -- beyond the idea of helping children with their homework or volunteering in the classroom.

7. Ask parents to spend half an hour with each of their children talking about:
a) the three most exciting things they have learned in the current school year,
b) five possible kinds of jobs/occupations they might like to work in. Combine the lists and see if the class thinks the combined lists represent the whole range of career possibilities in contemporary society or not. If not, do parents think this has any important or useful implications or not.

8. Invite a Head Start Center Director (or teacher) to come to class to talk about the Head Start program model of helping parents understand and sustain their children's development in the areas of physical development, social development, communicative development, and cognitive development. Ask the Head Start guest to talk about the kinds of later school experience and success, the "head start" is meant to foster. If time permits, invite a high school counselor to come during the same session and give parents an overview of the kinds of factors other than grades which enter into different colleges' screening of applicants to their school.

9. Ask parents to compare and contrast the learning challenges they face in adult education with the learning challenges their children face in school. Ask parents whether they feel it is as important for adults to explore and indulge their curiosity as it is for children and why.

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Resources

Parents Are Teachers, Too!. Spanish, 1995. California Department of Education, Bureau of Publications, Item No. 0329

Handbook on California Education for Language Minority Parents. Spanish/English Edition, 1989. California Department of Education, Bureau of Publications, Item No. 0826

Internet Resources For The Family
Mental Health Association in Texas
8401 Shoal Creek Blvd.
Austin, Texas 78757
Ph. (512) 454-3706
Fax (512) 454-3725
Free 32 page booklet with great Internet sites, listed by categories, such as, Parent Education, Health, Education, and more.

Commercial Textbooks

Confident Parenting, The Center for the Improvement of Child Caring
Session 2, Expectations of Children

I am Not A Short Adult! Little, Brown and Co.
Most of the book

La Familia, Network Publications, A Division of ETR Associates
Most of the book (In spite of it's title, this book is written in English)

Normal Children Have Problems Too, Bantam Books
Ch. 8 Active Acceptance and Your Child's Self - Image

Practical Parenting Tips, Bantam Books
Ch. 8 Active Acceptance and Your Child's Self Image

Practical Parenting Tips, Bantam Books
Ch. 6, The Changing Family

Prescriptions For Parenting, Warner Books
Part III, Feeling Good

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27. CHILDREN'S CHANGING ROLES

OBJECTIVES

- discuss how to support children's learning;
- identify learning styles;
- visualize the home as a learning center and describe things to do;
- list activities to enhance the children's development

LEARNERS & CONTEXT

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

TO BRING

Handouts

TO DO AHEAD

Read about Learning Styles.

MEDIA USED

Overhead, print

STEPS

Introduction
Objectives
Reading
Presentation
What are learning styles?
Discussion
Break
Analysis
How to support?
Home as a resource
Sharing ideas
Evaluating activities
Learning together
Closure

Lesson Plan: 28. Children's Changing Roles

Introduction

(15 min) *Motivation*
- *Establish Tie to Interests*

Teacher asks students if there are children in their household, if they are their children, or if they interact with the children.
- Allow time for students to respond.

Teacher asks students if the children are straddling the two cultures.
- Allow time for students to elaborate.

Teacher asks students if they do any kind of activities with the children.
- Allow time for students to give examples.

Objectives

(10 min) *Information Preview*
- *State Objectives Formally*

overhead

One of the roles of parents in the U.S. is to support the children's intellectual development, today we will explore ways to assist our children in learning to learn.

By the end of the class, students will be able to:
discuss how and why to support children's learning;
identify learning styles;
visualize the home as a learning center and describe things to do;
list activities to enhance the children's development.

Students will also practice:
teamwork skills;
using resources;
analyzing and assessing information.

Reading

(15 min) *Information Acquisition*
- *Silent Reading*

print

Teacher asks students to sit in groups of four. Each member of the group receives two paragraphs to read silently.

Teacher monitors students reading and assists when necessary.

Presentation

(15 min) *Practice & Feedback*
- *Creative Practice*

Teacher asks students to explain their reading segment to the other members of the group.

Teacher monitors activity and assists as needed.

Students are encouraged to discuss and give examples of their reading.

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Lesson Plan: 28. Children's Changing Roles

(15 min)	**What are learning styles?** *Information Acquisition* *• Participatory Presentation* *print*	Teacher explains: "We all have preferred ways of learning. Some of us have to see the information, while others prefer to hear the information, they are called Learning Styles. It is important to find out what are our children's learning styles to help their teachers understand them and as the children grow older to make sure that they practice other styles as well." Teacher asks students to sit in groups of three: a recorder, a reader, an organizer. Teacher distributes the Learning Styles list and the 3 x 5 cards. Teacher gives instructions: the reader will read the information on the 3 x 5 card; the group will discuss where it belongs, the organizer will put it in the apprpriate stack; and the recorder will write it in the appropriate category.
(10 min)	**Discussion** *Information Acquisition* *• Discussion*	Teacher asks students to discuss in their group: * their own preferred learning styles, and examples. * whether teachers should prepare activities for different learning styles, * whether children should practice other learning styles.
(10 min)	**Break** *Other* *• Break*	Students may take a few minutes to stretch, walk around, change places. Teacher completes attendance records and other necessary paperwork.
(15 min)	**Analysis** *Practice & Feedback* *• Simulation*	Students will reflect on their children's activities, learning and patterns. Then the students will analyze what learning styles their children's prefer.

Lesson Plan: 28. Children's Changing Roles

	How to support?	Students will discuss with their group ways to provide support to the child's learning style.
(10 min)	*Practice & Feedback* *• Creative Practice*	Students will give an example for each of the styles on the list.
	Home as a resource	Teacher asks students to sit in groups of five. Teacher gives one set of handouts to each group.
(15 min)	*Practice & Feedback* *• Brainstorming*	Students are to take a few minutes to visualize their home, a specific room of their house and the things in the room that parents and children can talk about, or the things that parent and children can do in the room.
	print	Students take one of the papers write an idea and pass the paper to the left. Write another idea on the next paper and again pass it to the left. They continue writing and passing the papers until there are no more ideas in the group.
	Sharing ideas	Each group shares their ideas with the rest of the class.
(15 min)	*Practice & Feedback* *• Group Feedback*	Teacher elicits positive comments from the audience.
	Evaluating activities	Teacher gives students the list of possible Parent and Child Activities. Students analyze the activities to see if they provide physical, social, cognitive or cross cultural development.
(10 min)	*Information Acquisition* *• Inquiry - Group*	
	print	
	Learning together	Students reflect on what they have learned and prepare a list of three activities that they would do with their children during the week.
(15 min)	*Closure* *• Reflection*	Students report orally to the class.

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Lesson Plan: 28. Children's Changing Roles

	Closure	Teacher asks students to give examples related to each objective they learned and practiced.
(10 min)	*Closure* *• Learner Summary*	We are able to: discuss how to support children's learning; identify learning styles; visualize the home as a learning center and describe things to do; list activities to enhance the children's development. We also practiced: teamwork skills; using resources; analyzing and assessing information.

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Transparency

Objectives

By the end of the class, you will be able to:

- discuss how and why to support children's learning;
- identify learning styles;
- visualize the home as a learning center and describe things to do;
- list activities to enhance the children's development.

You will also practice:

* teamwork skills;
* using resources;
* analyzing and assessing information.

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Reading

1. **Parents and children can learn together.**

   If parents are prepared to learn together with their children, they can gain new ideas, values, and skills along with their children.

   Also, if their children are learning new information that the parents are not familiar with, they can help their children with the learning process -- like coaches not like tutors.

2. **In the U.S., children are explorers.**

   Parents can facilitate this role by keeping an open line of communication with their children to encourage the idea of being exploring, but reporting back to their parents what they find out.

   Parents should manage their children's exploration, provide feedback, guidance, counseling, and help their children reflect on what it all means.

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Reading

3. **Parents' can facilitate their children's role as explorers.**

   The role of explorer can be a frightening one. Children's curiosity should be encouraged and sustained but the key is "balance".

   Parents can guide them to draw conclusions about what interests them a lot, what interests them less, and what doesn't interest them at all.

   Curiosity is not an end itself but a habit or personal way which leads to learning about the world.

4. **Parents can support their children's roles as learners.**

   Parents can nurture their children's curiosity by valuing interesting questions as well as interesting answers.

   Parents need to pay attention not only to <u>what</u> children are learning and what grades they get, but to <u>how</u> they are learning

   In talking with their children's teachers, parents should ask if children are engaged in class activities, if they ask questions, how they approach their work, and what they need to do to become better learners.

Reading

5. **Parents should keep on talking with children.**

   To support their children's roles in learning about a new culture, parents should find out what they are learning from their friends and classmates.

   Some of what they are learning from peers will clash with parents' values and desires. The best approach to dealing with this is not to impose control on children's learning by force of will or authority.

   Parents should deal the situation by working with their children analyzing, discussing, negotiating, and understanding their parents' points of view.

6. **Parents should hold teachers and the school system accountable** .

   For providing their children with opportunities for intellectual exploration, and for self-expression

   Also, for applying new information learned in a practical concrete way.

   Parents are familiar with their children's needs even if they are unfamiliar with the content of their children's classes.

   Parents can be effective advocates for meaningful learning support systems.

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Reading

7. **Parents should encourage children's active involvement in extra-curricular activities.**

   Extra-curricular activities are just as important as "basics", including sports, school interest clubs, field trips, learning labs.

   These activities provide a way for children to learn about what they like, what they can do well, and how they can make themselves "heard" as an individual.

   Extra-curricular activities create interaction opportunities at the same time that they participate as equal members in a team.

8. **Parents should take every opportunity to learn from their children,**

   They should learn new skills and information that children have been taught in school.

   Parents should also learn from their children about new modes of learning, new modes of questioning.

   It is also important to review new modes of interacting with other students to also learn from them.

LEARNING STYLES

- SPATIAL
  learn visually: images, pictures, colors, cameras, 3D building

- LINGUISTIC
  learn orally: saying, hearing, seeing words, books, writing

- INTERPERSONAL
  learn by relating: cooperative, interacting, problem solving

- MUSICAL
  learn with rhythm: melody, tapping, whistling, individual or cooperative

- BODILY KINESTHETIC
  learn by touch: manipulate, move, role play, improvise, creative movement

- INTRAPERSONAL
  learn by themselves: self motivated, independent study, self paced, time alone

- LOGISTICAL/MATHEMATICAL
  learn by steps: concrete, experiment, time to explore, love puzzles

LEARNING STYLES

- SPATIAL
- LINGUISTIC
- INTERPERSONAL
- MUSICAL
- BODILY KINESTHETIC
- INTRAPERSONAL
- LOGISTICAL/MATHEMATICAL

Learn by themselves: self motivated

Learn orally: saying

Learn by steps: experiment

Learn visually: colors

Learn by touch: manipulate

Learn by relating: cooperative

Learn with rhythm: melody

cameras

hearing

move, role play

self paced

improvise

images, pictures

time to explore

problem solving

tapping

whistling

3D building

independent study

love puzzles

seeing words

time alone

individual or cooperative

creative movement

interacting

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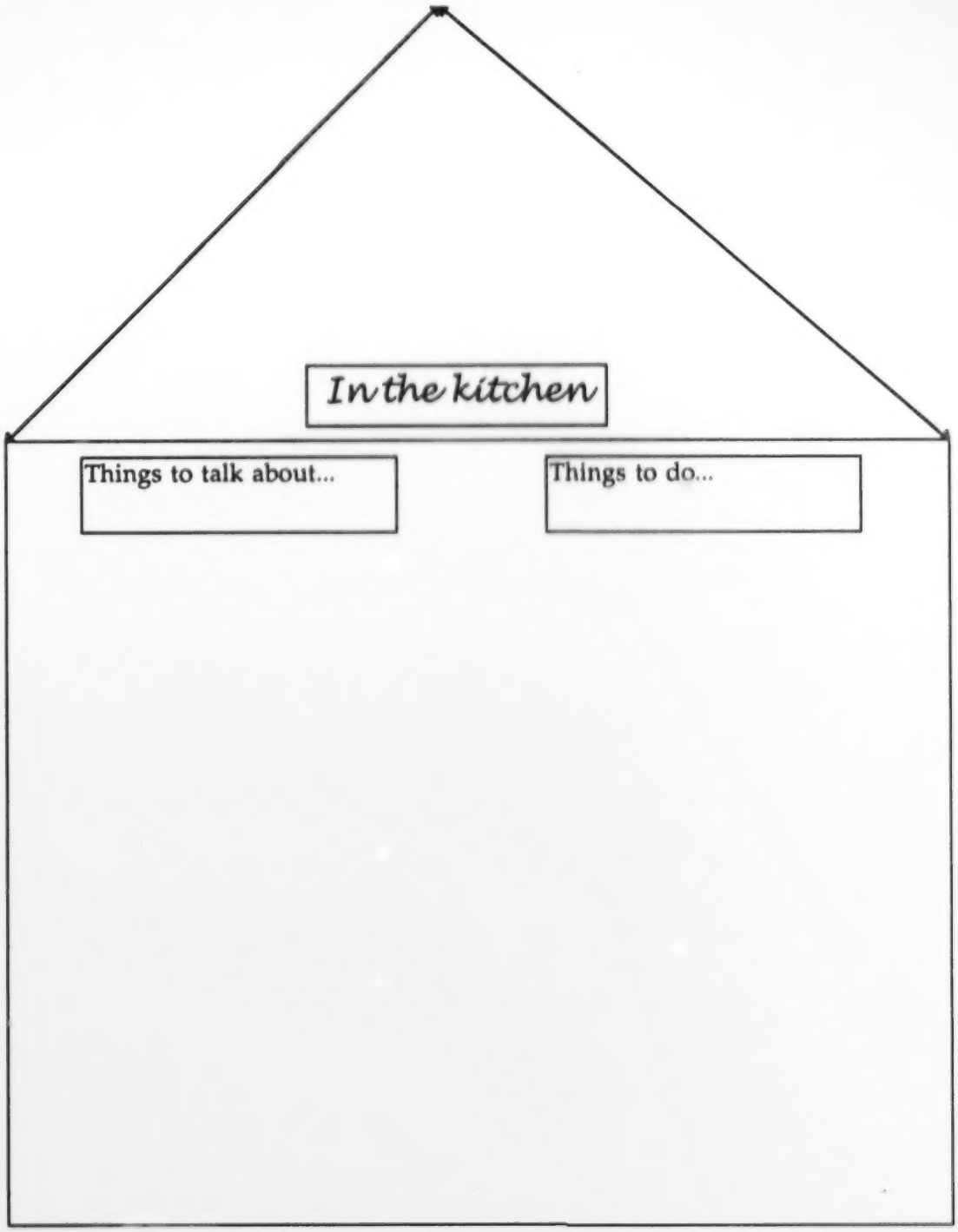

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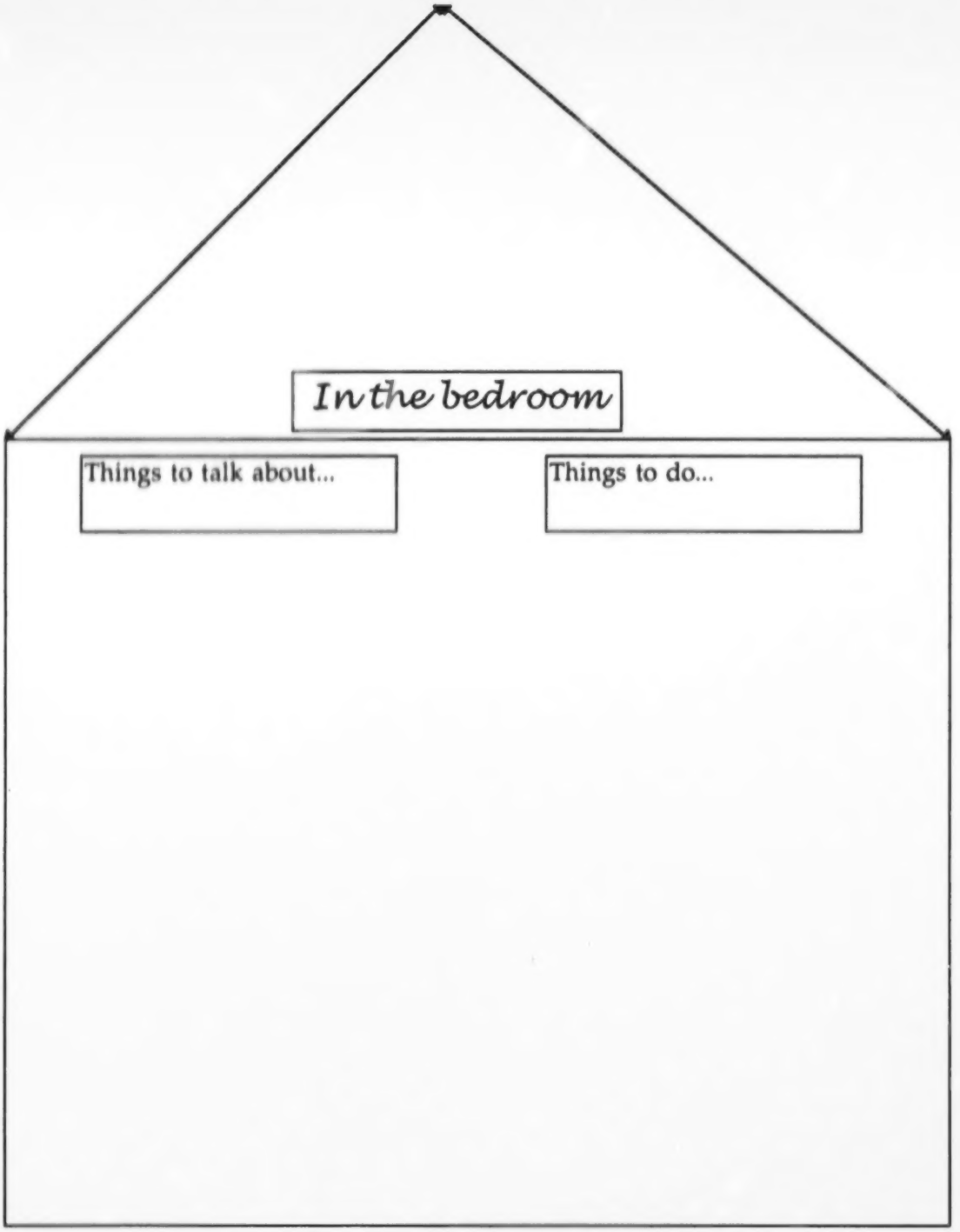

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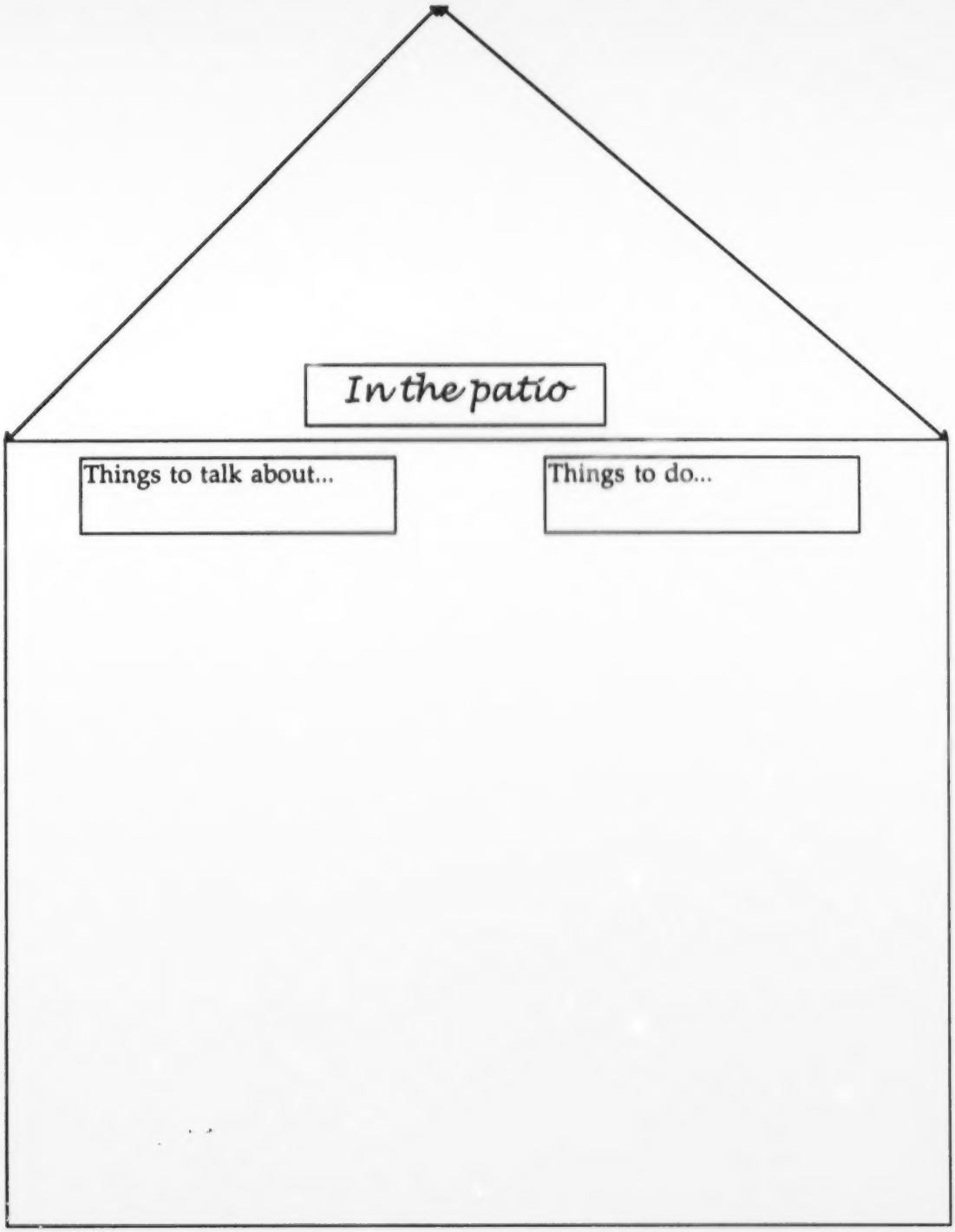

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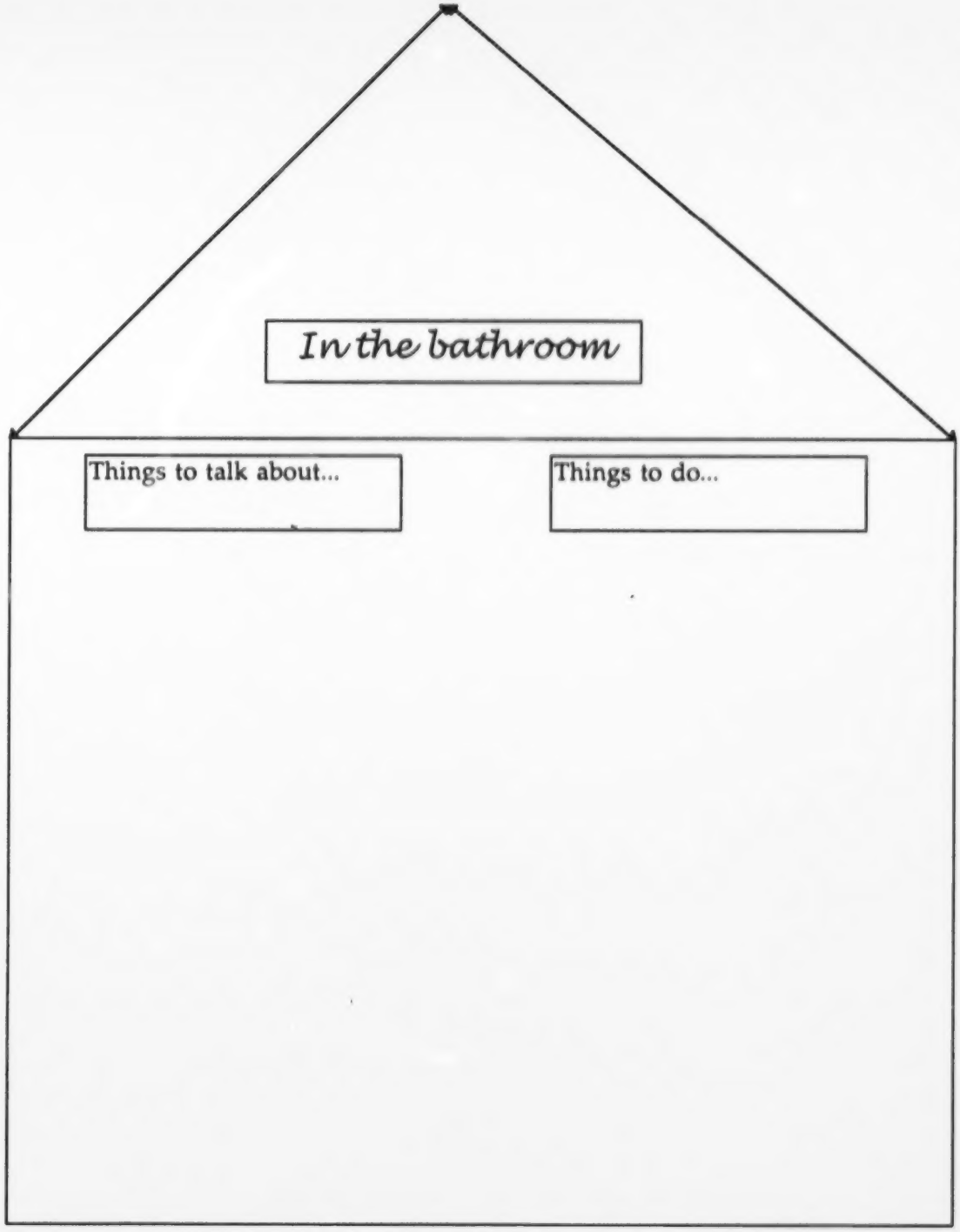

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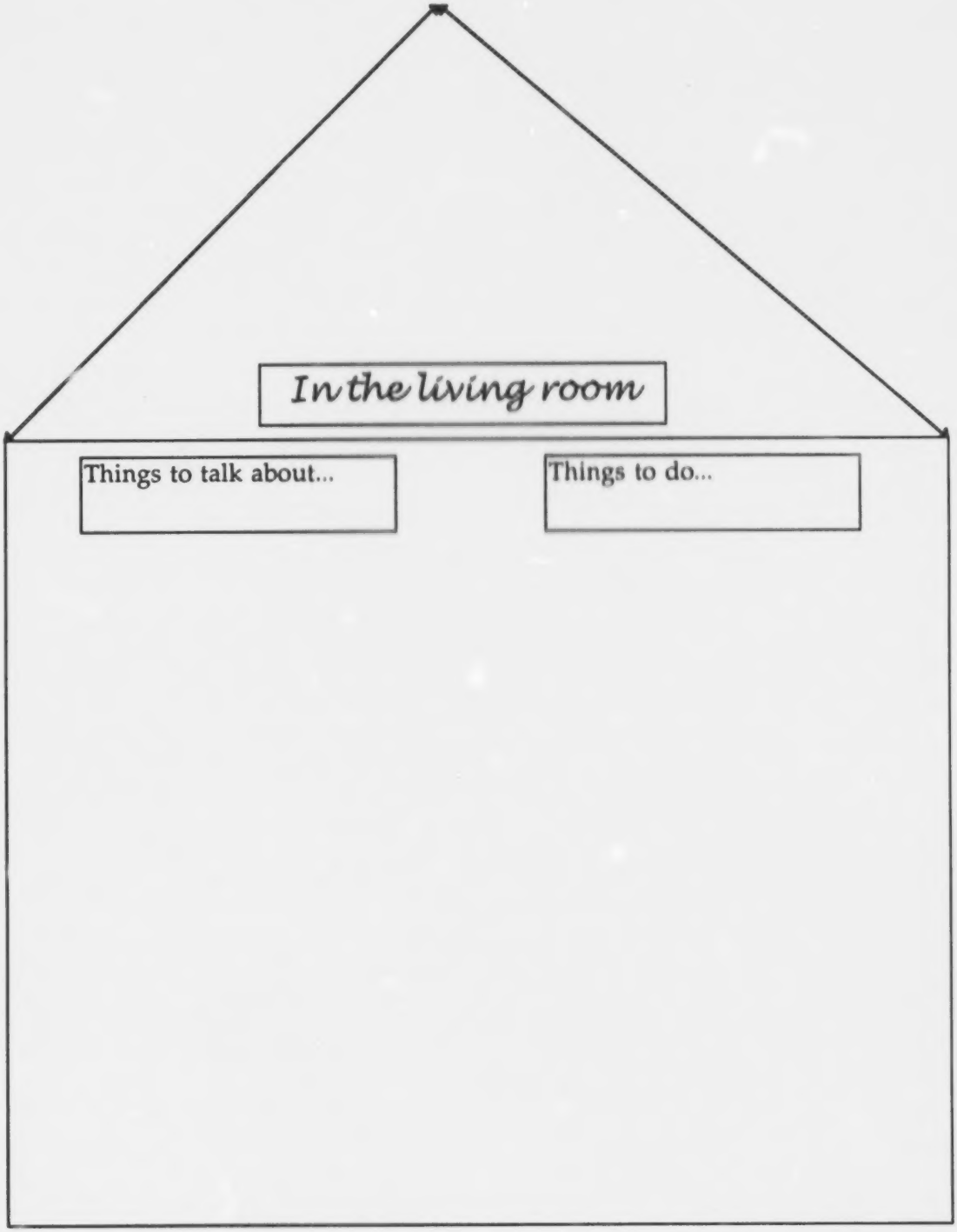

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Parent and Child Activities

- Use alphabet letters to spell simple words.
- Use coins to practice counting. How many cents in a nickel?
- Draw a picture of your house. Write your address.
- Use a magnet to find things around your home attracted to it.
- Write your phone number. Or child dictate phone numbers to parent.
- Together put a puzzle together.
- Use a bag of beans or rice. Practice tossing and catching it.
- Use a measuring tape to measure objects in your house.
- For each letter of the alphabet find an object whose name start with the letter.
- Make up a story. Each member of the family takes turns telling one line at a time.
- Put water in a pail and transfer it to cups and half-cups.
- Guess if objects will float or sink. Put the object in the water.
- Find different leaves in the yard, describe their patterns.
- Tell your child a story or a nursery rhyme from your country.
- Play several rounds of: Parent "I went to the grocery store to buy a pound of apples." Child "I went to the store to buy a pound of apples and a bunch of bananas." Parent "I went to the store to buy a pound of apples, a bunch of bananas and a pineapple." Child "I went to the store to buy a pound of apples, a bunch of bananas, a pineapple and a gallon of milk." And so forth.

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Date: _____

Student Name _____

Teacher Name _____

Student Survey
Children's Changing Roles

1. How prepared do you think you are to act on the following ideas, if you were faced with raising a child this year?

	For Each Line Please check the box that applies to you			
	Don't Agree, Wouldn't act	Not very sure if I could act on this	I could try it	I think I could do a lot in using these ideas
a. Children and parents (no matter the age of the child) can learn together—gain new ideas, values and skills				
b. Children may have different learning styles and that style may affect how well they do, depending on how instruction is designed.				
c. Children are likely to learn things with which their parents and parents' friends are not familiar. Even so, parents can still help the child learn.				
d. School personnel should be able to tell you how to help your child can be a better learner so you can provide better support to your child.				
e. Children's curiosity is important for learning about themselves and the world in which they live?				
f. Problems and difficulties of raising your children in a different culture can arise as children progress in their schooling, but parents can overcome these.				

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2. **Please tell us what you would do, or suggest for the parent to do, in the following situation.**
   A friend who is a parent came to you and said that their child, age 12, was not doing well in school, could you suggest what the parent should do to better support their child in learning? On asking about how the teacher was, you were told that the teacher, while friendly, could only say that the child needed to study more; that their child was having real trouble expressing himself constructively in class.

   a. What kinds of questions would you ask the child?

   _____

   _____

   b. What kinds of questions would you ask the teacher to help promote a positive learning environment?

   _____

   _____

   c. What activities would you recommend doing with the child?

   _____

   _____

3. **Is there anything you would like to learn more about regarding Children's Changing Roles?**

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Date: _____

Student Name _____

Teacher Name _____

Module 28
Childrens' Changing Roles

Form teams of four.
You will need the following materials: Large pieces of paper and colored markers. One outline form for each group.

Instructions: Prepare a two part presentation for the class. Make A four corner poster with a chart or drawing prepared by each markers to use during your presentation to illustrate your ideas. Everyone in the group should participate in the planning and the presentation. Fill out one outline form with the names of the people in your group and the ideas which you are going to share with the class during your presentation.

Part One - Think of five ideas of ways to support your child's or children's learning and explain how the activities support your child's learning. For example: put your child's work up on the refrigerator. This shows that you think your child's work is valuable and important. It is a way of showing that you appreciate your child's efforts.

Part Two - Use the list of learning styles.
A: Think of four different activities that parents can do with pre-school children that use different learning styles. Explain the activity and what learning style or styles are used. (Sometimes an activity uses more than one learning style.)

B: Think of 4 activities that parents can do with children ages 5 to 12 and the learning styles used.

C: Finally, think of 4 activites that you can do with high school age children. What are the activities and what learning styles are used?

LAES

Outline for Module 28
Children's Changing Roles

Date _____

Instructor's Name _____

Names of members of the group:

_____

_____

_____

_____

Part One:

Ways to support a child's learning	How the activity supports a child's learning

LAES

Part Two:

Pre-School Activities	Learning Style or Styles
1.	1.
2.	2.
3.	3.
4.	4.
Activities for children 5 - 12	**Learning Style or Styles**
1.	1.
2.	2.
3.	3.
4.	4.
Activities for high school children	**Learning Style or Styles**
1.	1.
2.	2.
3.	3.
4.	4.